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ABSTRACT

This paper is a report on a course to be offered by the author at the University of North Carolina, Chapel Hill entitled "Woman's History in the West." The author describes the difficulties she had in procuring information to present to her class. The course is outlined as follows: (1) the problems of studying woman's history; (2) the medieval woman; (3) early modern woman; (4) industrialization and its effects on women; and (5) the woman's liberation movement since 1850. An extensive bibliography is included. (HS)

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Barbara Schnorrenberg

Paper for colloquium on "Teaching of Woman's History"

Southern Historical Association Meeting
Houston, Texas November 1971

The paper of my colleague from Alabama raises a number of very pertinent observations and questions about the place of woman's history and its ultimate objective, as well as reporting some slightly depressing news from Alabama.

I have not been so ambitious as she in surveying the place of woman's history in North Carolina, but from my reading of a couple of newspapers and the usual academic grapevine, I can report that the picture is a trifle better there. Not much, mind you. There is the shining example of Professor Anne Scott at Duke. One of my colleagues at UNC-CH, in American history, will be doing I believe a graduate-undergraduate course next year dealing with twentieth century American womankind. This spring I will be teaching an undergraduate course entitled "Woman's History in the West." I know of no other such courses in North Carolina, but they may exist unpublicized.

My own course is technically one of our undergraduate seminars, which vary from year to year. I have tried to get this course approved as a regular offering, at both the undergraduate and graduate-undergraduate levels, but so far the chairman has turned down my attempts. One reason is the "not a valid course" approach, the other has to do with my position in the department -- another story altogether. At any rate, I am still trying to get the course regularized, and I expect to be teaching it again another year in one guise or another.

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What I will do now is talk about what I hope my course will be and where it might go. Some of this will give specific reference and evidence for Professor Marks's generalizations. I started into woman's history from the position of an English/European historian. My real research love is still the early eighteenth century, its politics and diplomacy. I have a certain general teaching knowledge of western civilization, owing to years in the freshman vineyard. I am not an American historian, and this is perhaps the main reason why my observations may be of some interest. From what I can see, most woman's history has started from a U.S. background. My course is proposed as one in woman's history in the West since the middle ages. We may not get much beyond the mid-nineteenth century, for there are considerations beyond the merely chronological that I think must take first place.

We will start with the problem of historiography -- or how does one find out about the history of a "minority" group. If we are to support our claim that woman's history is a valid subject for investigation, we must use the methodology of the trade. On the other hand, this is certainly a field where one must make use of other disciplines far more than the more traditional history courses. The sources and findings of the sociologist, anthropologist, psychologist are among the most obviously useful. But we shall look for the historical sources as well -- the charters, pamphlets, diaries, letters, autobiographies -- the usual array. If we are lucky, we will find something directly about women: Eileen Power's translation of the late fourteenth century treatise on "domestic economy"; Vives, Fenelon, Hannah More, on the education of women; Mary Wollstonecraft, Margaret Fuller, John Mill on the position of women in

the late eighteenth and early nineteenth centuries. But most of the sources are less direct -- references in charters, the inferences and conclusions one draws from the letters or literature. There are a few examples of how this may be done: an article by Betty Bandel in the Journal of the History of Ideas in 1955 ("The English chroniclers' attitude toward women"), one by Sir Frank Stenton in the Transactions of the Royal Historical Society in 1943 ("The place of women in Anglo-Saxon society"), Caroll Camden's The Elizabethan Woman (1952), a few books on women novelists (mostly English), or women in fiction (a recent one for instance on Women in Soviet Fiction 1917-1964 by Xenia Gasiovowska, 1968). Therefore we shall engage in some of the serious and exciting business of the professional historian -- the writing of history from the sources. If we can produce at the end of the course an essay or two on women in western society during even one or two brief periods, I will be satisfied.

Some obvious problems present themselves. They are to some degree the same ones we all face in a 'regular' history course. Most of us have often had to say: don't talk to me about "the people", especially before the latter nineteenth century, they don't count, we know little or nothing about them. Now we are trying to reverse this tack -- if anyone is people, it is women. The source problem rears its head again. Our sources for the most part concern, or are written by, women of the middle and upper classes. How far can we generalize from these sources to describe the position, attitudes to and of women in all classes? Here especially we will need to turn to our friends in other disciplines.

Beyond this exercise in historiography, we shall look at the position of women in western society since the middle ages. What has been its general characteristics? How was the position of women explained and/or justified? What is the relation of women to the social and class structure? What is the relation of the position of women to the various intellectual, political, and economic movements and changes in the West. I have some ideas about some of these questions that I would like to kick around. For instance, it is often said that Protestantism is a step forward in the liberation of women. I wonder about this -- have people maybe confused Protestantism and the Renaissance? Another question that we might raise is one concerning American women: does the frontier experience really have much long term effect? Is the difference of position between the American woman and her European sister not perhaps more one of degree and outward trappings than reality?

One thing this will not be is a biographical course in great women. The colleague who says, "I always mention women in my courses: Queen Elizabeth, Victoria, Florence Nightingale," is obviously not doing woman's history. Pacé, Professor Marks, I don't think women rulers, particularly rulers in their own right belong in a woman's history course, though John Knox and his "Blast of the Trumpet" certainly do.

All this glib talk of sources and airy references to periodical material may lead you to raise the bibliographical question posed by Professor Marks. I don't know where to go either. I have made my own bibliography. For over a year now I have had a steadily mounting stack of 3 by 5 cards, references acquired hither and yon -- books I am reading, culling the standard bibliographies, the usual way most of us start. I have had the services of two graduate assistants, one last spring semester

and one currently working for me, checking these cards in our library and adding to my stack. Our department book order chairman has passed on to me all catalogues he gets that bear on the woman's history area. One of the things I hope will emerge as I get really down to the technical business of organizing the course is at least a selected bibliography. I will be glad to share this with any of you who want it.

This bibliography building supports a problem referred to by Professor Marks -- that of getting information about women in countries other than the United States and Great Britain. There is a little, but so far at least neither I nor my minions have uncovered anything like the same volume of material for the rest of the West. (Naturally outside the West it is even scanter. I thought originally of trying to do something more comparative with Asian and/or African areas for my course, but decided that must wait.) Maybe we are looking in the wrong places, but my current assistant, a young woman in French history with an excellent command of the language, has been combing the French bibliographies without too much success. That last statement is not quite accurate, really. There is in fact the splendid French tradition, "les publications de téxtes ou de documents inédits." Many of the documents have something to say about the position of women -- the kind of source from which our story is written. The difficulty is that they appear in provincial French journals which our library, probably like most in this country, does not have. If any of you have any leads to solving this problem, I will gratefully accept your help. Surely one of the pleasures in pioneering a field is the opportunity to share and cooperate. I hope by the end of the spring semester I will have more to offer here too.

You may have wondered what about texts for this course. I have ordered several paperbacks. One, Evelyne Sullerot, Woman, Society, and Change (McGraw Hill, 1971) is moderately comprehensive, sociological, but historically so, in orientation. The author, by the way, seems to be one of the leading French writers on feminine subjects. I have also ordered W.L. O'Neill, The Woman Movement (Quadrangle, 1969) which has documents from the nineteenth and twentieth centuries for Britain and the U.S., and Trevor Lloyd, Suffragettes International (American Heritage, 1971), contents as described in the title and splendid illustrations. Obviously nothing for the earlier part. Another hope I have is that the course will produce a source book from say the middle ages to the mid-nineteenth century. Publishers take note! Surely the present audience will sign up as prospective purchasers.

This paper seems to be founded on hope -- but maybe this is logical, for what else have women often had to go on?

Barbara Brandon Schnorrenberg

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10-11 M thru F
and by appointment

HISTORY 90.6

Woman's History in the West

The object of the course is to examine the role and position of women in western history since the middle ages. This will involve first a discussion of the problems of research and writing a 'minority' group history. Each student will engage in a project, the specific nature of which will be determined in individual conferences with the instructor. The final grade will be based on this project, reports on it presented in class, and participation in class discussions.

The following paperbacks have been ordered for the course:

Evelyne Sullerot: WOMAN, SOCIETY AND CHANGE
a general sociological account with a good historical base
William L. O'Neill: THE WOMAN MOVEMENT
a book of readings on woman's history in Britain and the U.S. since ca. 1850
Trevor Lloyd: SUFFRAGETTES INTERNATIONAL
the title is self explanatory, the illustrations worth the price

Beyond these books you will be expected to read in various materials applicable to the topics under discussion. To give you a guide to some of these, and a start on material for your project, there is appended a bibliography. The entries are all in the UNC libraries, generally Wilson. The call numbers are included. Books marked with an asterisk are also available in paperback editions. There are also a number of other books on woman's history -- largely U.S., 19th and 20th centuries -- available in paperback.

Course outline

I The problems of studying woman's history
what are the sources?
what are the differences between it and general history?
what distortions might this produce?
what are the uses and gains?
II The medieval woman
the definition of her role
the economics of her role
were there rebels? what did they do?
III Early modern woman
the Renaissance -- false dawn of equality
why? why doesn't it last?
Protestantism -- good or bad for women?
the Enlightenment -- equality again?
the colonial woman -- is her role different?
IV Industrialization
early effects on women
ultimate results, economic and social
V Woman's Lib -- ups and downs since ca. 1850
Votes for Women
the push for other civil and political rights
where do we stand today?

A SELECT BIBLIOGRAPHY ON WOMAN'S HISTORY IN THE UNC LIBRARY

General Surveys

Katherine Anthony: FEMINISM IN GERMANY AND SCANDINAVIA (1915) 396/A628F
Doris Mary Stenton: THE ENGLISH WOMAN IN HISTORY (1957) 396/S826e
Vera M. Brittain: LADY INTO WOMAN: A HISTORY OF WOMEN FROM VICTORIA TO ELIZABETH II (1953) 396/B8621
Phillippe Aries: CENTURIES OF CHILDHOOD: A SOCIAL HISTORY OF FAMILY LIFE (1962) HQ792.F7A73
The Woman in America, DAEDALUS, 1964 special number 506/A5
Mary Beard: WOMAN AS A FORCE IN HISTORY 396/B36wo
Ernest Rutherford Groves: THE AMERICAN WOMAN (1944) 396/G88a/ 1944
Cicely Mary Hamilton: THE ENGLISHWOMAN (1940) 914.2/B859 no. 9
Viola Klein: THE FEMININE CHARACTER (1949) 396/K64f
Margaret Phillips & William S. Tomkinson: ENGLISH WOMEN IN LIFE AND LETTERS (1926) 396/P56e
Emily James Putnam: THE LADY*(1910) 396/P98L
George Ballard: MEMOIRS OF SEVERAL LADIES OF GREAT BRITAIN (1752) TB2/B18m
Mary Hays: Female Biography (1807) Bo/H4

Medieval

Eileen Power, trans.: THE GOODMAN OF PARIS A TREATISE ON MORAL AND DOMESTIC ECONOMY BY A CITIZEN OF PARIS 640/G653
Eileen Power: MEDIEVAL ENGLISH NUNNERIES 271.9/P88m
Betty Bandel, "The English chronicler's attitude toward women," JOURNAL OF THE HISTORY OF IDEAS, 16 (1955), 113-118.
Frank M. Senton, "The Place of women in Anglo-Saxon Society," TRANSACTIONS OF THE ROYAL HISTORICAL SOCIETY, 4th Series, XXV (1943), 1-13. 906/R88t ser. 4 v. 25
Hope Marion Buck: NON-NOBLE WOMEN IN WESTERN EUROPE IN THE MIDDLE AGE. MA thesis UNC 1931. 378.756/Hist/B922n
Arda Susan Walker: THE LIFE AND STATUS OF A GENERATION OF FRENCH WOMEN 1150-1200. Ph.D. thesis UNC 1958. Film 378.756/Hist/W177L
Michael M. Sheehan, "The influence of canon law on the property rights of married women in England," MEDIEVAL STUDIES, 25 (1963), 109-124. 940.1/M489s
John Thrupp: THE ANGLO-SAXON HOME 942.01/T53a

Early Modern

Mary Agnes Cannon: THE EDUCATION OF WOMEN DURING THE RENAISSANCE (1916) 396/C22e
William Whately: A BRIDE-BUSH; OR A DIRECTION FOR MARRIED PERSONS . . . (1619) V173.1/W555b
D. M. Meade, ed.: DIARY OF MARGARET LADY HOBY 1599-1605. TRANSACTIONS OF THE ROYAL HISTORICAL SOCIETY, 3rd series, II (1908), 153-174. 906/R88t
John Knox: THE FIRST BLAST OF THE TRUMPET AGAINST THE MONSTROUS REGIMENT OF WOMEN (1558) 208/D285r
T. T. Lewis, ed.: THE LETTERS OF THE LADY BRILLIANA HARLEY 420.6/C17 no. 58
J. G. Nichols, ed.: THE AUTOBIOGRAPHY OF ANNE LADY HALKETT 420.6/C17 n.s. V.13
Richard Brathwaite: THE ENGLISH GENTLEWOMEN . . . V170/B824t
Foster Watson, ed.: WIVES AND THE RENAISSANCE EDUCATION OF WOMEN 376/W33v
Wallace Notestein, "The English woman 1580-1625," STUDIES IN SOCIAL HISTORY, ed. J. H. Plumb, pp. 69-107. 942.004/P734s
L. H. Murray: THE IDEAL OF THE COURT LADY 914.2/M98i

Ruth Kelso: THE DOCTRINE OF THE ENGLISH GENTELWOMAN IN THE SIXTEENTH CENTURY Z5877.K4 1964
Ruth Kelso: DOCTRINE FOR A LADY OF THE RENAISSANCE 396/K24d
Alice Clark: WORKING LIFE OF WOMEN IN THE SEVENTEENTH CENTURY 331.4/C59w
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Carroll Camden: THE ELIZABETHAN WOMAN 396/C179e
E. A. Leonard, S. H. Drinker, M. Y. Holden: THE AMERICAN WOMAN IN COLONIAL AND REVOLUTIONARY TIMES 1565-1800 A SYLLABUS WITH BIBLIOGRAPHY Z7964.U49L4
C. L. Powell: ENGLISH DOMESTIC RELATIONS 1487-1653 392/P88e
M. St.C. Byrne, ed.: THE ELIZABETHAN HOME DISCOVERED IN TWO DIALOGUES 914.2/S13e

18th Century

Mary Wollstoncraft: VINDICATION OF THE RIGHTS OF WOMEN 396/W86v
Hannah More: STRICTURES ON THE MODERN SYSTEM OF FEMALE EDUCATION (1799) 376/M83s2
Hannah More: ESSAYS ON VARIOUS SUBJECTS (1777) W824/M8352e
Sarah Maese: THE SCHOOL BEING A SERIES OF LETTERS BETWEEN A YOUNG LADY AND HER MOTHER (1776) 376/M18s
John Gregory: A FATHER'S LEGACY TO HIS DAUGHTERS (1774) V396/G822f
Thomas Gisborne: AN ENQUIRY INTO THE DUTIES OF THE FEMALE SEX (1797) T396/G531e
James Fordyce: SERMONS TO YOUNG WOMEN (1765) VC929.2/C622f
Sarah Fielding: THE GOVERNESS (1749) 823/F459g
Emily Jane Climenson, ed.: ELIZABETH MONTAGUE THE QUEEN OF THE BLUE-STOCKINGS B/M758m2
Catharine H. Cappe: AN ACCOUNT OF TWO CHARITY SCHOOLS FOR THE EDUCATION OF GIRLS (1800) 362.7/C24a
Lucy Aitkin: EPISTLE ON WOMEN (1810) 396/A292e
Sarah Pennington: AN UNFORTUNATE MOTHER'S ADVICE TO HER ABSENT DAUGHTERS (1761) B/P414
Jacob Boaten: MARY WOLLSTONECRAFT AND THE BEGINNINGS OF FEMALE EMANCIPATION IN FRANCE AND ENGLAND HQ1150.B6
Julis Cherry Spruill: WOMEN'S LIFE AND WORK IN THE SOUTHERN COLONIES 396/S767w
Myra Reynolds: THE LEARNED LADY IN ENGLAND 1650-1760 376/R46L
Ivy Pinchbeck: WOMEN WORKERS AND THE INDUSTRIAL REVOLUTION 1750-1850 331.4/P64w
M. S. Benson: WOMEN IN EIGHTEENTH CENTURY AMERICA H31.C7 no. 405
Florence Mary Smith: MARY ASTELL B/A853s
Rosamond Bayne-Powell: HOUSEKEEPING IN THE EIGHTEENTH CENTURY 640.9/B3161h
Rosamond Bayne-Powell: ENGLISH COUNTRY LIFE IN THE EIGHTEENTH CENTURY 914.2/B36e
Joyce Mary Horner: THE ENGLISH WOMEN NOVELISTS AND THEIR CONNECTION WITH THE FEMINIST MOVEMENT 405/S66v11
Bridget G. MacCarthy: WOMEN WRITERS: THEIR CONTRIBUTION TO THE ENGLISH NOVEL 1621-1744 823.9/M123w
William Godwin: MEMOIRS OF THE AUTHOR OF A VINDICATION OF THE RIGHTS OF WOMEN TB/W864g
William Hayler: A PHILOSOPHICAL, HISTORICAL, AND MORAL ESSAY ON OLD MAIDS T396/H42p
Eliza Fowler Haywood: THE FEMALE SPECTATOR 324/H427f
Richard Steele: THE LADIES LIBRARY V396/L155
Martin Madan: THELYPHTHORA OR A TREATISE ON FEMALE RUIN 301.42/M178t

19th century

William Thompson: APPEAL OF ONE HALF OF THE HUMAN RACE, WOMAN, AGAINST THE PRETENSIONS OF THE OTHER HALF, MEN JF851.T5 1970
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Harriet Martineau: HOUSEHOLD EDUCATION 371.3/M385H
Sarah Ellis: THE WIVES OF ENGLAND, THEIR RELATIVE DUTIES, DOMESTIC INFLUENCE AND SOCIAL OBLIGATIONS 396/E47w
Alan Bott, ed.: OUR MOTHERS DA533.B62 1969
Anne F. Scott: THE SOUTHERN LADY C396/S42s
Robert Riegel: American Feminists HQ1410.R5
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Emmeline Pankhurst: MY OWN STORY (1914) 324.3/P189m
Christabel Pankhurst: UNSHACKLED THE STORY OF HOW WE WON THE VOTE (1959) 324.3/P188u
Doris Stevens: JAILED FOR FREEDOM (1920) 324.3/S84j
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Carrie Chapman Catt: WOMAN SUFFRAGE BY FEDERAL CONSTITUTIONAL AMENDMENT (1917) 324.3/C36w
Betty Friedan: THE FEMININE MYSTIQUE* (1963) 396/F899f Underg.
Jane Addams et al: WOMEN AT THE HAGUE (1915) 940.9/A222w
Simone de Beauvoir: THE SECOND SEX* 396/B386dxp
Harriot S. Blatch: MOBILIZING WOMAN POWER (1918) 940.9/B64m
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Evelyn Reed: PROBLEMS OF WOMEN'S LIBERATION A MARXIST APPROACH (1969) HQ1122.R42
Ronald V. Sampson: THE PSYCHOLOGY OF POWER 158.2/S192p
Rachel Strachey: THE CAUSE (1928) 324.3/S81c
Xenia Gasiorowska: WOMEN IN SOVIET FICTION 1917-1964 PG3026.W6G3
Karen Horney: FEMININE PSYCHOLOGY (1967) HQ1206.H6
Josephine Kamm: RAPIERS AND BATTLEAXES THE WOMEN'S MOVEMENT AND ITS AFTERMATH (1966) HQ1593.K3
Caroline Bird: BORN FEMALE (1968) HQ1420.B5
Frederick L. Clark: WOMAN, WORK AND AGE (1962) HD6059.G7C537
Roger Fulford: VOTES FOR WOMEN 324.3/F962v

HISTORY 90.6 Class schedule

Outline I 18, 25 January
Begin reading Sullerot, look at O'Neill for kinds of materials.
Look at enough to discuss in light of questions proposed one work from bibliography.
You may want to compare it with a 'straight' treatment of the same material. You may want to look at one of the handbooks on history.

Outline II 1, 8 February
Read something on medieval women to be able to discuss the questions.
Have you thought about St. Paul, nunneries, Courts of Love, Cult of the Virgin in relation to the status of women?

Outline III 15, 22 February
Read something on the list for Early Modern and 18th century. What does it tell you in relation to the questions asked?
Why don't intellectual movements tending toward the change of status (i. e. the Renaissance) have much lasting effect?
Is there value in studying the 'great' women (i. e. Elizabeth I of England, Catherine the Great, Catherine de Medicis, etc.)? What do they tell us about woman's history?
Do you begin to get national differences in the role and importance of women by the latter part of the 18th century? Does the French Revolution do anything for women?

Outline IV 29 February, 7 March
You should be well along in, if not finished with, Sullerot. Read O'Neill, pp. 1-54, 103-115.
Look at a book on 19th century women. How does it compare with the one you looked at for early modern times?
Why is industrialization so important in changing the status of women? Does it change women's attitudes about themselves? Why does it take so long for this impact to be visible and practically felt?
Who are the 'great' women of the 19th century in a 'straight' text? How well do they represent what is happening to women in general?

Outline V 21, 28 March
Finish Sullerot and O'Neill, read Lloyd.
Why weren't the results of the suffrage campaign as decisive in helping the status of women as many hoped? What might have been done to make it more effective? What influence might outside factors have had, i. e. when it happened?
What validity do you see in the arguments of current writers on Women's Lib? i. e. Millet, Firestone, Friedan, Bird, etc.
Do you have any answers? What can we do?

Reports on projects 4, 11, 18 April